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AUTHOR Sandall, Susan R.; Schwartz, Ilene S.
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ABSTRACT

This book presents a model for addressing the needs of young students with disabilities in inclusive general education preschools. Teachers can use the Building Blocks model to match an individual child's goals and objectives with appropriate teaching methods and materials, decide what amount of help or assistance is needed by the child, provide this assistance, and determine whether the assistance was helpful. The book stresses the importance of a high-quality early childhood education environment and the need for collaboration among professionals and families. Following introductory materials, Section 1 discusses keys to collaboration among professionals and between educators and parents. Team strategies are provided, as well as information on how to structure a meeting and problem solving. Procedures for using the Building Blocks model in preschool classrooms are explained. Section 2 presents curriculum modifications to facilitate or maximize a child's participation. Modifications are presented by type and by activity. Information is also provided on embedded learning opportunities and child-focused instructional strategies. Section 3 addresses the following four topics: independent classroom behavior, developmentally appropriate classroom behavior, emergent literacy, and friendships and social relationships. Appendices include blank forms and a list of suggested readings. (Contains 38 references.) (CR)

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